

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**



Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

Practitioner Code	F114
Curriculum Area(s)	Numeracy
Level	First
Stage(s)	Primary 4

Experiences and Outcomes:

Lesson 1 and 2

I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. MNU 1-20a

Lesson 3

Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale.

MTH 1-21a

Learning Intentions:

Lesson 1 (Pictogram)

I am learning to identify the main features of a pictogram.

I am learning to ask and answer questions about the information displayed.

Lesson 2 (Bar chart)

I am learning to discuss the main features of a bar graph.

I am learning to ask and answer questions about a bar graph.

Lesson 3 (Displaying data)

I am learning to display data

Success Criteria:

Please list SC and give brief detail on how learners were involved in their creation.

Lesson 1 (Pictogram)

I can:

- find and discuss the title and key
- refer back to the graph to answer questions
- use the data displayed to create questions

Lesson 2 (Bar chart)

I can:

- find and discuss the title, axis and scale
- refer back to the graph to answer questions
- use the data displayed to create questions

Lesson 3 (Displaying data)

I can:

- use a pictogram or bar graph to display the data
- include a title, label the axis and set a suitable scale

Briefly outline the context and range of quality **learning experiences** that have been planned making reference to the chosen design principles. Make specific reference to **breadth, challenge & application**.

Lesson 1

- Teacher explained that there are a variety of ways to collect and display data. Teacher explained data is usually presented in a graph form.
- Children were introduced to the concept of a pictogram. Teachers explained the different features of a pictogram and went through the importance of looking at a key to see what each symbol represents.
- The children were presented with a graph that showed the number of children who bring a packed lunch to school.
- Pupils identified on their worksheet some of the different features on a pictogram i.e. title, scale.
- Teacher led and modelled questions about the graph e.g. “Which day did most people take a packed lunch?”
- Teacher used question toss cube to help start the discussion about the data.
- Pupils had the opportunity to think/pair/share to create questions about the data.
- Pupils worked on answering the questions relating to the graph. Children swapped their work with a partner and peer assessed.
- **Challenge:** Teacher explained that following on from the questions they were asked about the data they would have the opportunity to think of their own questions and ask a friend to answer them.
- Teacher reminded pupils of the 5 “w” question starters they could use to help them structure their questions.
- Pupils self-assessed their work relating back to the learning intention and success criteria.

Lesson 2

- Children recalled previous learning on bar graphs. Teacher explained the different features of a bar graph and went through the importance of looking at the scale to see what the Y axis was going up in.
- The children were presented with a graph that showed how children got to school.
- Teacher led and modelled questions about the graph e.g. “How many children travelled by car?” for the children to answer.
- **Challenge:** Pupils identified on their worksheet some of the different features on a bar graph i.e. title, scale.
- Pupils had to then create questions related to the graph. Pupils feedback questions to a partner and peer assessed.
- Pupils self-assessed their work relating back to the learning intention and success criteria.

Lesson 3

- Teacher recapped on previous learning of pictograms and bar graphs. Discussion was focussed on the different features of these graphs.
- Teacher provided pupils with data about the amount of DVD’s rented in one week.
- **Personalisation and choice:** Pupils had a choice of how they wanted to present this data, either in a bar graph or in a pictogram.
- Pupils peer and self-assessed their work.

Record the planned assessment that will be gathered to meet the success criteria (Say, Write, Make, and Do) considering **breadth, challenge and application**.

Breadth – Children had previously been gathering data and learning about how to present it in table form. Children moved on to explore and compare two different types of graphs and how the data was presented differently in each. This range of experiences allowed children to develop their understanding of different ways in which data can be presented. This allowed learners to be fully engaged with the learning experience.

Challenge- Challenge was evident in the varying experiences throughout the lessons, encouraging all types of learners. Children were challenged to ‘think on their feet’ with the teacher led oral question toss. They were presented with the extra challenge of creating further questions relating to the graphs provided to them and with the oral feedback from teacher throughout discussion.

Application- Children applied previous handling data skills to help them understand the data presented to them. They generated plentiful discussion about the data and were very focussed on the learning intentions which were displayed clearly throughout the lessons.

Say:

- Pupils will engage in discussions on the features of a bar graph and a pictogram.
- Think/pair/share - children will work with a partner to create questions on a bar graph and pictogram.
- Pupil will give oral feedback to their partner on the questions they have created about their graph.

Write:

- Pupils will answer teacher led questions about bar graphs and pictograms.
- Pupils will create their own questions from the data.
- Child recorded their questions and answers on their bar graph and pictogram.

Make:

- Pupil created their own graph.

Do:

- Children highlighted different features of a bar graph and a pictogram.

Briefly outline the oral/written **feedback** given to the pupil on progress and **next steps**, referring to the learning intention and success criteria.

Oral feedback

Much of the feedback given in these particular lessons was oral feedback. Children were encouraged to refer to the learning intentions throughout the lesson and asked if they thought they had been able to achieve them by referring to the success criteria, especially when creating their own questions.

Written feedback

Written feedback was given alongside oral feedback for the written tasks. **See evidence for teacher feedback.**

Pupil Voice:

What have you learned?

I have to remember to look at the key on a pictogram so I know what each symbol represents.

How did you learn?

I used what I had learned from the task to help me create some questions about a pictogram or bar graph.

I was glad teacher reminded us of the 5 “w” words we could use to start a question as that helped me to create some questions.

What skills have you developed?

I can use information to create a bar graph.

I know that a bar graph has an axis and has to have a title.

I must remember to give my graph a title and label each axis

Did the learner successfully attain the outcomes?

YES

Lesson 1 Evidence

Pictogram worksheet activity

Self-assessment - Green traffic light

Lesson 1
Reading from a Pictograph

A pictograph is a graph which uses pictures to show information.

Each picture in the graph stands for a number which can be found in a key.

Example

The pictograph here shows the number of primary 2 children who bring a packed lunch to school.

On Wednesday 5 children bring a packed lunch to school. (not two and a half!)

Key: stands for 2 children

Packed Lunches - title

Mon	
Tue	
Wed	
Thu	
Fri	

Exercise 2

Look at the pictograph above.

- How many pupils bring packed lunches on Monday? (not 5).
10 pupils bring packed lunches on Monday.
- How many pupils bring packed lunches on Tuesday?
7 pupils bring packed lunches on Tuesday.
- How many packed lunches in total were brought to school?
25 Packed Lunches were brought to school.
- One day each week, the lunch room offers special 50p lunches.

Which day do you think it is? Give a reason.

I think it was on Friday because nobody broke a packed lunch to school that day.

* Well done! You have identified the key and the title of the pictograph.

* You have answered the questions accurately and have created further questions about the pictograph.
⇒ Next time, can you use different question openers.

Teacher assessment - two stars and wish

Questions created by pupil about the graph.

Questions answered by a peer.

- How many pupils bring Packed lunches on Tuesday to Thursday?
- How many pupils bring Packed lunches on Wednesday?
- How many pupils bring Packed lunches on Friday
- How many Pupils bring Packed lunches in total on Monday, Tuesday and Friday?

Packed Lunches

15

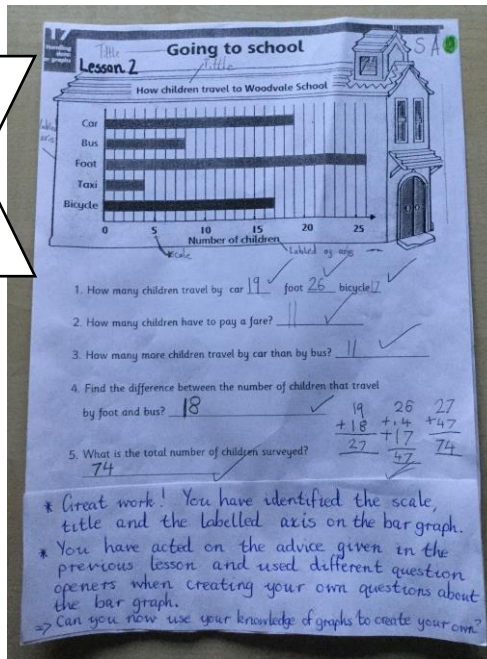
25

20

15

Lesson Two Evidence

Bar graph worksheet activity



Self assessment –
Green traffic light

Questions created by pupil about the graph.

Teacher assessment - two stars and wish

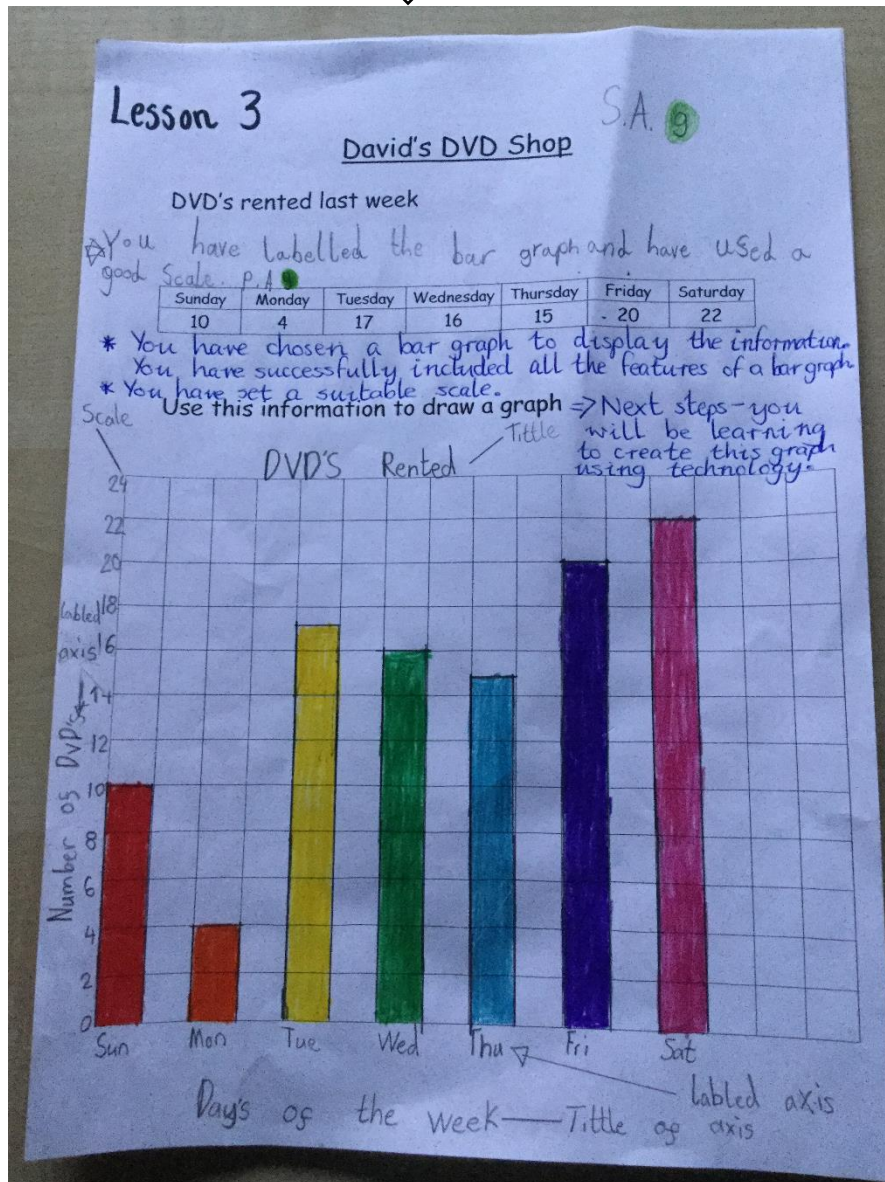
1. How many traveled in total?
2. Where is the children traveling to? is it a school or shop.
3. Find the difference between those traveled by Taxi and Bus
4. What is the least popular way to travel
5. How many pupils travel the least popular way?

Questions answered by a peer.

- Bus Trips
1. 21
 2. 48
 3. Forest Park
 4. 12
 5. 3
 6. 6

Lesson Three Evidence

Pupils created their own bar graph based on the data given.



Self-assessment - green traffic

Teacher assessment - two stars and a wish.